



Piglets Pre-School

Inspection report for early years provision

Unique Reference Number	EY315757
Inspection date	08 May 2006
Inspector	Denise Rosemary Olsson-Hildick
Setting Address	Buckland Infant and Nursery School, Buckland Road, Chessington, Surrey, KT9 1JE
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Registered person	Sarah Jane Bettinson
Type of inspection	Childcare
Type of care	Full day care

ABOUT THIS INSPECTION

The purpose of this inspection is to assure government, parents and the public of the quality of childcare and, if applicable, of nursery education. The inspection was carried out under Part XA Children Act 1989 as introduced by the Care Standards Act 2000 and, where nursery education is provided, under Schedule 26 of the School Standards and Framework Act 1998.

This report details the main strengths and any areas for improvement identified during the inspection. The judgements included in the report are made in relation to the outcomes for children set out in the Children Act 2004; the National Standards for under 8s day care and childminding; and, where nursery education is provided, the *Curriculum guidance for the foundation stage*.

The report includes information on any complaints about the childcare provision which Ofsted has received since the last inspection or registration or 1 April 2004 whichever is the later.

The key inspection judgements and what they mean

Outstanding: this aspect of the provision is of exceptionally high quality

Good: this aspect of the provision is strong

Satisfactory: this aspect of the provision is sound

Inadequate: this aspect of the provision is not good enough

For more information about early years inspections, please see the booklet *Are you ready for your inspection?* which is available from Ofsted's website: www.ofsted.gov.uk.

THE QUALITY AND STANDARDS OF THE CARE

On the basis of the evidence collected on this inspection:

The quality and standards of the care are good. The registered person meets the National Standards for under 8s day care and childminding.

WHAT SORT OF SETTING IS IT?

Piglets Pre-School was registered in 1991. It operates from a classroom in Buckland Infant and Nursery School, Chessington, Surrey. The Pre-School serves children from the local community and Buckland School.

The group is registered to care for 25 children aged between 2 to 5 years and there are currently 25 children age 2 to 4 years on roll. Children attend for a variety of sessions. The group opens 47 weeks a year and sessions are from 09:00 to 12:00, 12:00 to 15:00 or 09:00 to 15:00. The setting supports children with special needs and who speak English as an additional language.

Five full-time members of staff work with the children. Two have an early years qualification equivalent to National Vocational Qualification Level 2 or 3 and one member of staff is currently working towards a recognised qualification. The setting receives support from the Early Years Development and Childcare Partnership and the methods of teaching include following the Birth to Three Matters philosophy.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is good.

The standard of accommodation is good. The large classroom is light, spacious, warm and clean. Posters, photographs, pictures and displays help to make it into an attractive and welcoming environment for children.

The standard of hygiene is good. For example, children wash their hands after using the toilet and before eating food. Nappies are placed in a nappy sack and disposed of in a covered bin. Members of staff are alert to children who have runny noses and wipe these carefully, again disposing of the tissue in a covered bin. As a consequence cross-infection is limited and children learn habits of good hygiene.

Arrangements to provide for children's health are good. For example medication is stored out of sight and reach of children. The first aid box only contains those materials currently recommended and is checked regularly. When children have accidents prompt medical attention and comfort is given. Plans are in place to install an outdoor awning or acquire a gazebo to protect the children from the effects of the sun. All these procedures help to support children's health.

Good opportunities exist for children to rest, play in the fresh air and exercise. For example, children who need to sleep or relax do so in the book corner, lying on large floor cushions cuddling soft toys and warmly covered with a blanket. Unless the weather is too cold or wet children play in the small attached garden area or are escorted to a nearby large grassed playground shaded by trees. Plans are in place for children to join the school at their annual sports day. As a consequence, children rest according to individual needs and benefit from regular exercise and fresh air.

Snacks are nutritious and satisfactory arrangements are in place to enable children to eat a packed lunch. For example, parents have guidelines regarding healthy meals and are advised to include an ice pack in the lunch box if the weather is hot. Children sometimes eat a packed lunch either in the classroom or in the main school dining hall and react to these arrangements differently, depending on their age and level of confidence. Older children who are used to the school environment, routine and clamour, placidly eat their meal in the school dining room. Younger children become wary, distressed and confused by the noise. The arrangements limit the opportunity for children to experience a calm, sociable mealtime in surroundings that are relaxed and quiet and which encourages independence. Snacks include a selection of apple, banana, strawberries and orange segments with occasional additions of toast, cheese or salad vegetables. Children also bring in their own drinks and these are placed on a low table to enable them to help themselves to quench their thirst.

Parents inform members of staff of special diets and are, in turn, advised to exclude certain food such as nuts. These guidelines ensure children only eat suitable foods.

Protecting children from harm or neglect and helping them stay safe

The provision is good.

Good arrangements are in place to provide a safe environment. For example, a hook and eye on the entrance door prevents children from opening the door, electric sockets are covered and the radiators are protected by portable, wooden screens. During unannounced fire drills children and staff respond very promptly. The calm and organised routine ensures children respond very well to evacuation procedures. Safety precautions ensure they play in a safe environment.

Good precautions are in place to ensure children are protected. For example, members of staff have attended training and have the support of experienced school staff. The person in charge is aware of action to be taken if concerns are noted and who to contact for advice. In this manner children are safeguarded.

Helping children achieve well and enjoy what they do

The provision is good.

Children have good opportunities to play and take pleasure in their activities. For example imaginative preparations are underway to take children on a 'bear hunt' in the school grounds and to participate in a teddy bears picnic. They lift and handle 'worms' made from spaghetti in a tray of compost, look closely at these and exchange lively observations about the texture with members of staff. One by one children are taken to fill in flower pots and plant sunflower seeds, focussing on the activity with interest. They help a member of staff to wash and dry spare pots, enjoying the responsibility. Other children are absorbed in rolling, squeezing and using tools with play-dough of different colours. Most children listen intently to stories and if their interest wanes a member of staff creatively attracts their attention with a puppet, involving children in the story. They look on with fascination, laughing and giggling. Older children concentrate well and enjoy selecting and playing with toys of their choice. Younger children and those new to the setting are occasionally distressed, watchful or disinterested. Members of staff provide frequent cuddles in attempts to provide reassurance though these are not always successful if their attention is required elsewhere. Snack and meal times, toilet routines and the daily timetable sometimes interrupt children in their occupations and reduce opportunities for independence. For example, members of staff tempt children away from chosen activities to plant sunflower seeds. Interesting opportunities are arranged to involve children in handling animals when a petting zoo visits the group. They dress up as vets, watch entertainers, create a puppet theatre and make hand prints, all with enthusiasm. Activities are age-appropriate and attract children's interest. As a result they enjoy their time in the group.

A wide range of play materials are available for children. These include: dolls, cooking utensils, furniture and dressing up clothes in a home corner; train track; cars;

doll's house with small world people; puzzles; construction materials; and farm yard. A very good quantity and range of art and creative play materials are tidily organised in a section of the room. Crates, containing sets of toys, are well organised on low shelves and are labelled with pictures that help children recognise the contents. If the weather is suitable children take toys and equipment out into the garden to arrange as they wish. Toys, activities and play materials are suitable for varying ages and abilities and are organised in a manner that enables children to select those of most interest to them.

Helping children make a positive contribution

The provision is good.

Good arrangements are in place to provide an equal opportunity environment for children. For example, boys and girls have access to toys and activities of their choice without typecasting either gender. Children who speak English as a second language are admired and praised for their attempts to speak English. Play materials present a positive image of people from various ethnic groups, with a disability and in non-traditional gender roles. For example, books, dolls, small world people and puzzles portray a positive image of different ethnic groups. Dressing up clothes, play food, cooking utensils and musical instruments from other countries, books, puzzles and dolls present a positive image of people of other nationalities or with a disability. These materials and the positive approach from members of staff ensure children develop a real understanding of cultural differences and abilities.

Good arrangements are made to include children with special or additional needs. For example, children with a hearing deficit use Makaton signs and other children in the group use these to communicate. Members of staff teach children how to take a sensitive view by explaining any difficulties, demonstrating these by making sounds while children put their hands over their ears. They work in close partnership with parents and the Educational Psychologist, and Individual Education Plans are used. These arrangements ensure all children feel welcome and included.

There are positive arrangements in place to manage children's behaviour. For example, members of staff help children to take turns by suggesting they swap toys, explain house rules to small groups of children on a regular basis and provide good role models. They remind children to say "please" and "thank you" and to behave in a polite, respectful manner towards each other. Children are praised for effort and achievement with smiles and hugs. This constructive approach helps children to learn good manners, share well and comply with realistic boundaries.

Relationships with parents are good. Parents express delight with the support the group provides and when they arrive they come into the room, exchange smiles, eye contact, jokes and conversations with other parents and members of staff. They are clearly familiar with the routine and environment. This warm rapport encourages children to place trust and confidence in each member of the staff team.

Organisation

The organisation is good.

Children enjoy playing in a well organised classroom and garden, generally secure in a routine adapted to individual needs and able to choose activities of most interest to them. They benefit from the care provided by a stable, committed team of staff. Policies, such as those relating to child protection and behaviour management, are comprehensive and appropriate to the service provided. Records, including those related to medication, accidents and attendance, are stored in a confidential manner. All essential checks are in place. A member of the team has a current first aid qualification. Children are protected and supported by comprehensive administrative systems to ensure all children's needs are met.

The group meets the needs of the range of children for whom it provides.

Improvements since the last inspection

Not applicable.

Complaints since the last inspection

There have been no complaints made to Ofsted since the last inspection. The provider is required to keep a record of complaints made by parents, which they can see on request. The complaints record may contain complaints other than those made to Ofsted.

THE QUALITY AND STANDARDS OF THE CARE

On the basis of the evidence collected on this inspection:

The quality and standards of the care are good. The registered person meets the National Standards for under 8s day care and childminding.

WHAT MUST BE DONE TO SECURE FUTURE IMPROVEMENT?

The quality and standards of the care

To improve the quality and standards of care further the registered person should take account of the following recommendation(s):

- develop opportunities for children to increase their independence and an approach that ensures emotional needs are met

Any complaints about the inspection or the report should be made following the procedures set out in the leaflet *Building better childcare: Compliments and concerns about inspectors' judgements* which is available from Ofsted's website:

